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ABSTRACT

Students must learn how to empower themselves and how to empower others if they are to survive in modern organizations (corporate, educational, and governmental). Traditional bureaucratic pedagogies, to which many faculty are accustomed, neither teach nor develop these skills. Furthermore, the use of bureaucratic pedagogies limits student involvement in the teaching-learning process and decreases student commitment and motivation to perform high quality work. In place of the traditional bureaucratic paradigm, faculty should implement an empowerment based paradigm. Five guidelines for implementing the paradigm are: (1) discuss with students the quality of work to be done and the time needed to do it; (2) make quality expectations clear; (3) continually ask students for their input concerning ways to demonstrate quality performance; (4) ask the students to assess their own work; and (5) act as facilitator to see that everything possible is done to provide students with the best learning conditions. Operationally, the practices faculty might employ to empower students are limited only by creativity and contextual appropriateness. Empowerment is not for faculty who believe their students do not possess the requisite skills, experience, desire, or knowledge to take control and responsibility for their own learning. (Thirty-eight references and appendixes containing a model empowerment syllabus, activities for students to react to the syllabus and to generate class requirements, participation performance assessment guidelines, a participation self-assessment performance log, activities for moving from powerlessness to empowerment and for achieving empowerment, and a model final examination format are attached.) (RS)

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Creating Empowered Learners: Merging Content and Process

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Running Head: *Creating Empowered Learners*

Introduction

The goal of any organization is to build a quality product or perform a quality service. To achieve this goal the employees of the organization must do quality work. The manager's job is to see that this occurs. In educational organizations the faculty may be thought of as classroom managers and the students may be viewed as employees. Unfortunately, many faculty have yet to figure out how to manage so that students are intrinsically motivated to perform high quality work.

Our premise is that modern managers cannot act as dictators, cops, or task masters. To be successful, modern managers must create an atmosphere that promotes autonomy, personal responsibility, continuous learning, and the ability to cope with change. That is the message included in many organizational behavior and organizational communication courses. Yet faculty often exhibit classroom behaviors that they criticize in managers as obsolete. The implicit message communicated to students by faculty is "do as I say, not necessarily as I do."

Glasser (1990) implores faculty to assume the empowering "leader" role rather than the coercive "boss" role to achieve high quality work from students. He captures the essential behavioral and attitudinal differences between leaders and bosses in the following:

> A boss drives. A leader leads.
> A boss relies on authority. A leader relies on cooperation.
> A boss says "I." A leader says "We."
> A boss creates fear. A leader creates confidence.
> A boss knows how. A leader shows how.
> A boss creates resentment. A leader breeds enthusiasm.
> A boss fixes blame. A leader fixes mistakes.
> A boss makes work drudgery. A leader makes work interesting. (p.xi)

Clearly, leaders and bosses differ in the roles they assume, the climates they create, and the outcomes they strive to achieve. Hence, empowering leaders or

faculty enable people to take personal responsibility and ownership of the tasks they perform. Regrettably, many faculty exhibit the behaviors of the less effective "boss" role instead of the "leader" role described above. As a result, we believe this role encourages students to perform less than high quality work.

This paper is based on the premise that to survive in modern organizations (corporate, educational, governmental) students must learn how to become both empowered themselves and how to empower others. We suggest that traditional bureaucratic pedagogies, to which many faculty are accustomed, neither teaches nor develops these skills. Furthermore, the use of bureaucratic pedagogies limits student involvement in the teaching-learning process and decreases student commitment and motivation to perform high quality work. In place of the traditional bureaucratic paradigm we propose and encourage faculty to implement an empowerment based paradigm. We believe an empowerment based paradigm serves to create challenging and stimulating classes that increase student feelings of ownership, self-efficacy, and motivation. This allows them to own their learning of the concepts explored in class and encourages a substantial majority of them to perform high quality work. Therefore, we describe the methods faculty may use to model the behavior of empowering managers and create empowered students.

In the following sections we will: a) introduce the empowerment paradigm by contrasting it with the bureaucratic approach; b) suggest some methods that faculty might apply to help empower students; and, c) discuss some limitations to implementing an empowerment based paradigm. We hope our paper challenges, stimulates constructive dialog, and inspires the reader to apply these concepts.

Empowerment Paradigm

Current thinking in organizational behavior points to the effectiveness of empowerment in organizations. The underlying assumption of this section is that many faculty create a paradox for their students. They espouse the virtues of empowerment while simultaneously implementing class practices in a bureaucratic manner. This creates feelings of powerlessness and fosters the dysfunctions associated with such feelings (Glasser, 1990). By understanding the empowerment paradigm faculty can learn to overcome many of the negative bureaucratic outcomes.

Empowerment is as much a philosophy as it is a practice. From an instructional perspective, empowerment is the adherence to certain *values* (c.f. Block, 1987) and the implementation of certain pedagogical *practices* (c.f. Block, 1987; McKeachie, 1986; Neilsen, 1986). The values and the practices are designed to facilitate student learning, self-efficacy, commitment, and motivation. Our definition integrates process components (e.g., Block, 1987; Conger & Kanungo, 1988) with constructive outcomes (e.g., Bennis & Nanus, 1985; Peters & Austin, 1984).

Values

This section compares and contrasts some of the core values bureaucratic and empowering faculty hold. Block (1987) believes that a cycle of traditional bureaucratic control "unintentionally encourages people to maintain what they have, to be cautious, and dependent" (p. 21). The bureaucratic cycle has four characteristic elements: a) the use of patriarchal contracts; b) the creation of myopic self-interest; c) the use of manipulative tactics; and, d) the perpetuation of a dependence mentality (Block, 1987). Block (1987) contends that while this cycle "has the advantage of clarity [it] pays the price of not allowing people to take responsibility" (p. 31). Further, the cycle: a) creates its own resistance; b) denies

self-expression; c) reinforces the belief that success is outside the persons control; d) promotes approval seeking; e) makes people say what they don't mean; and, d) fosters the use of negative political behavior (Block, 1987). Thus, "operating in a bureaucratic [cycle] increases the tendency to experience ourselves as vulnerable, losing control, and somewhat helpless" (Block, 1987, p. 68). Although this was intended to describe an industrial philosophy, it directly parallels the prevailing bureaucratic philosophy in many college classes. We believe that bureaucratic practices in education generate detrimental consequences similar to those in other types of bureaucratic organizations.

Educationally, McKeachie (1986) suggests that faculty who view themselves as either experts who transmit information and concepts or formal authorities who set goals and procedures create grade consciousness, dependency, and a real fear of being stupid. The expert or authority roles are trademarks of bureaucratic classroom paradigms (McKeachie, 1986). Thus, it appears as if the role many faculty have and continue to play in the teaching-learning process actually impede realizing the outcomes they desire. As Kerr (1975) might say, traditional teaching practices create the paradox of "rewarding 'A' while hoping for 'B.'"

In contrast to the traditional bureaucratic attitude, empowering faculty accept McClelland's (1975) admonition that "... if [teachers] want to have far-reaching influence, they must make their [students] feel powerful and able to accomplish things on their own" (p. 263). Further, they believe that their influence and effectiveness increase to the extent that power is shared in the teaching-learning process. Empowering faculty also believe that the student is just as important as the instructor in the learning process. That is, they believe students learn best when they are actively involved not when they are passive recipients of the instructor's pearls of wisdom (Golin, 1990). As a result, empowering faculty value and use pedagogies that emphasize active learning rather than passive

reception (Golin, 1990; McKeachie, 1986). They realize learning only occurs in the mind of the student (c.f. Belenky, Clinchy, Goldberger & Tarule, 1986). Therefore, they believe that their role is not to disseminate information but rather to create conditions that foster the readiness, willingness, and ability of students to formulate their own knowledge (c.f. Belenky, et al., 1986; McKeachie, 1986). They strive to connect with their students and they seek to know how their students are experiencing the material (Belenky, et al., 1986). Empowering faculty value emotion in the learning process and encourage self-expression both in and out of class (c.f. Block, 1987). They trust students and do not demand that the student must endeavor to earn their trust. Rather, they begin with this trust and treat their students accordingly from the outset of class. Finally, empowering faculty believe that "while the captain may choose direction, the engine room drives the ship" (Block, 1987, p. 72). They realize that while they can go to great lengths to state their intentions, give directions, and generate rewards or sanctions the critical choices (e.g., whether to study, participate, attend, value the topic, etc.) are made by their students. Therefore, empowering faculty ultimately value, believe it is possible, and strive to create a learning environment where the desire to learn comes from factors inside not outside the student.

Practices

This section compares and contrasts some of the essential practices used by bureaucratic and empowering faculty. Bureaucratic faculty typically practice four power controlling elements. [1] The faculty establishes the course requirements and the evaluation standards for student performance without consulting the students. There is no collaboration and the student must perform the task as the faculty defines it. [2] The faculty usually announces, rather than demonstrates, how the work is to be performed. Student input on how the learning tasks can be improved is rarely invited. [3] The faculty evaluates the

work. Students tend to settle for just enough performance quality to get by because the faculty does not involve them in the assessment process. [4] When students resist control, the faculty relies on power elements (typically punishment) almost exclusively. These coercive actions contribute to a dysfunctional and antagonistic atmosphere for faculty and students (Glasser, 1990).

Faculty cannot force students do quality work because no one can really make anyone do anything (Glasser, 1990). Except for good grades, there are few extrinsic rewards available that students find meaningful. Furthermore, whatever other extrinsic rewards they use, the faculty tend to choose them unilaterally and rarely try to find out from their students if these rewards are really desirable. For faculty that do not teach in need satisfying ways, the temptation is to rely on bureaucratic methods to make students learn. To this point Block (1987) has observed, "The power of a [teacher] is asymmetrical. It is easier to use authority to tighten up, shrink, and make [students] more cautious than it is to use power to open up, expand, and make [students] more courageous and motivated to learn" (p. 68). People cannot be motivated from the outside because our motivation comes from within ourselves. Those that bemoan that students are not motivated are really admitting that they do not know how to convince students to work.

In contrast, empowerment is the act of strengthening an individual's belief in his/her sense of personal effectiveness (Conger & Kanungo, 1988). As an enabling process it changes the internal beliefs of people. It implies raising students' convictions in their own effectiveness (learning) rather than raising their hopes for favorable performance outcomes (grades). The challenge for faculty is to make the connection between course assignments and high quality meaningful work abundantly clear to students. According to Deming (1982), the empowering manager should spend time and energy figuring out how to run the system so

that employees will see that it is to their benefit to do quality work. Similarly, empowering faculty strive to develop a system that promotes student commitment to performing high quality work.

Operationally, empowering faculty strive to identify and remove factors that promote feelings of powerlessness in their students. They replace them with factors that promote ownership, self-efficacy, and the intrinsic motivation to learn rather than to receive extrinsic rewards such as grades (c.f. Conger & Kanungo, 1988; Louis, 1986; McKeachie, 1986; Neilsen, 1986; Thomas & Velthouse, 1990). Empowering faculty seek to facilitate discovery, excitement, and personalized learning rather than standardization, memorization, and regurgitation (Glasser, 1990; McKeachie, 1986). They enable students: a) to take personal responsibility for their learning (e.g. Conger & Kanungo, 1988); b) to engage in tasks that are personally meaningful (e.g. Block, 1987); c) to feel a sense of ownership in the tasks they perform (e.g. Peters & Austin, 1985); d) to feel "pulled" by the class rather than pushed by the professor or by grades (e.g., Berlew, 1986); e) to meet their deepest needs for power, significance, autonomy, and true camaraderie (e.g., Macher, 1988); and, f) to feel that their performance in class is primarily in their own hands (e.g., Block, 1987; Neilsen, 1986). However, "an [empowering] teacher is not another student; the role carries an authority based on cooperation not subordination" (Belenky, et al., 1986, p. 227). Thus, empowering faculty move from a bureaucratic boss role to a facilitator leadership role. These faculty leaders seek to educate and energize rather than to dictate and suffocate their students.

Glasser (1990) asserts that real power comes from students' perceptions of the faculty as competent to do the job, which is to show and model what is to be done and to create a good environment in which to work. Empowering faculty use collaborative problem solving and cogent communication. There are five

guidelines for implementation. [1] The faculty discusses with the students the quality of the work to be done and the time needed to do it so that they have a chance to offer input. [2] The faculty makes quality expectations clear so that the students know the evaluation standards. [3] The students are continually asked for their input as to what they believe may be a better way to demonstrate quality performance. [4] The faculty asks the students to assess their own work for quality. The faculty has communicated what quality means and accepts that students know how to produce high quality work. Consequently, student input is considered in the evaluation process. [5] The faculty is a facilitator in that everything possible is done to provide students with the best learning conditions as well as a supportive, collaborative, and noncoercive atmosphere in which to perform (Glasser, 1990).

Empowering faculty strive to promote a learning environment that allows students to see easily the connection between achieving high quality performance goals while simultaneously satisfying their own intrinsic needs. To be sure, everything they ask students to do for class cannot be immediately satisfying. Therefore, they must at least communicate to students what actions will lead to delayed satisfaction, the nature of that satisfaction, and the circumstances under which they will experience this satisfaction. To the extent that the work is not satisfying now or deemed to be useful later, students will not generate high quality work (Glasser, 1990).

Empowerment Methods

Empowerment in both management and education is a philosophy as well as a practice. Philosophically, the move to an empowerment based paradigm is rooted in trust, in the belief that students want more from a class than a grade, and in the idea that if given a chance both students and faculty can rise to the level of responsibility required by implementing such a paradigm. Operationally, the

practices faculty might employ to empower students are limited only by creativity and contextual appropriateness. The key is to fashion an open, creative, team environment in which both faculty and students understand the vision [e.g., empowerment] and are motivated to contribute to its success (c.f. Walton, 1990).

There are infinite ways to operationalize an empowerment based paradigm and defeat the dysfunctions associated with a bureaucratic orientation to the teaching-learning process. To stimulate your creativity to this end we offer examples of class materials we have found useful in implementing the empowerment paradigm. The following sections will introduce our class materials. Actual samples of these materials are in the following appendices:

Appendix A: Model Empowerment Syllabus
Appendix B: Syllabus Supplement: Student Reaction To Syllabus
Appendix C: Syllabus Supplement: Generating Your Class Requirements
Appendix D: Participation Performance Assessment Guidelines
Appendix E: Participation Self-Assessment Performance Log
Appendix F: Activity: Moving from Powerlessness to Empowerment
Appendix G: Activity: Achieving Empowerment
Appendix H: Model Final Examination Format

Model Empowerment Syllabus

The initial step toward empowerment requires creating a vision of greatness (Block, 1987). This vision describes a commitment to a preferred future. The assumption is that this vision is desirable for all concerned. Creating this vision is the prerequisite act of leadership (Block, 1987). Faculty can articulate the essential class vision through the syllabus. Appendix A shows how we use the syllabus to communicate our vision and introduce the empowerment based paradigm to our students.

Syllabus Supplement: Student Reaction To Syllabus

The goal of this assignment is to facilitate students' internalization of the principles of empowerment. Appendix B sets an important precedent by soliciting student reaction to the syllabus. It guarantees that students read the vision

statement (syllabus) carefully and thoughtfully. The assignment also encourages the student to decide whether or not to remain in this type of class. In addition, the responses help the facilitator gauge initial attitudes and aids in planning future class communications.

Syllabus Supplement: Generating Your Class Requirements

The premise of this assignment is that students will be more committed to performing quality work on projects that they find meaningful and relevant. By creating a collaborative climate where students have the opportunity to shape the nature of their work, it is assumed that they will take psychological ownership of the assignments that they create. Appendix C provides a mechanism for the creation of groups to work on salient issues like their industrial counterparts, self-managed work teams.

Participation Performance Assessment Guidelines

Once students become aware of what we mean by quality, we ask them to think about quality as it applies to class performance. Appendix D reinforces the idea that ultimately the student must take responsibility for his or her actions. The first step in taking responsibility is to assess their behavior. That is why we keep records of their evaluation and ours. By doing this we believe, as does Glasser (1990), that we are encouraging students to judge the quality of their lives. The underlying assumption is that the success or failure of our lives is largely dependent on our willingness to evaluate the quality of our performance. Students can then resolve to improve it if they find it deficient.

Participation Self-Assessment Performance Log

Appendix E operationalizes the guidelines set forth in Appendix D. To encourage personal responsibility and intrinsic motivation we encourage students to monitor their own performance. We are trying to reduce the student's dependence on the faculty for rewards (grades) and have the student develop the

ability to reward himself or herself. The students also realize that they have the opportunity to influence the facilitator's evaluation of their performance.

Activity: Moving from Powerlessness to Empowerment

Appendix F raises student awareness of conditions that create powerlessness and therefore impede empowerment (Conger, 1989). It also serves as feedback device to gauge progress in establishing an empowered environment. Learning how to create a survey reinforces the idea that regular communication between faculty and students is necessary and desirable. They can use these skills when they enter other organizational settings.

Activity: Achieving Empowerment

This activity (appendix G) focuses on the student or employee role in the empowerment paradigm. If students have internalized the empowerment philosophy they will be able to see that they must take responsibility for what happens to them in organizations. Their only limitations are those that they allow others to place on them. This realization can lead to them taking positive steps toward managing their boss and their own organizational destiny.

The facilitator might share the following analogy before this activity (Belasco, 1990). Organizations are like circus elephants to the extent that they both learn through conditioning. Young elephants learn to stay in place from trainers who shackle them with heavy chains connected to deeply embedded stakes. Older elephants never try to get away even though they have the strength to remove the stake and gain their freedom. Their early conditioning limits their movements with only a small metal bracelet around their foot that astonishingly is attached to nothing. Like powerful elephants, many organizations (educational, governmental, and industrial) are bound by early and possibly obsolete conditioned limitations. "We've always done it this way" is as constraining to an

organization's and individual's progress as the unattached chain around the elephant's foot.

In summary, the payoff for personal responsibility is that we live our own life and exercise control over our own destiny (Block, 1987; Glasser, 1990). The payoff for dependency is that if we act on someone else's choice and it does not work out well, it is not our fault. Yet, blaming others for our remaining shackled to obsolete practices offers little real consolation.

Model Final Examination Format

This assignment (appendix H) is included for those facilitators who may have institutional policies requiring a final examination. By creating opportunities for choice this examination format creates conditions under which students may be more committed to producing quality work. The small group arrangement simulates the use of self-managed teams in industrial organizations. Therefore, students must learn to work together on a personally salient project. Consequently, they are learning more about the *content* of the course while at the same time experiencing a course relevant *process*.

The examination options encourage creativity and vary in the amount of facilitator imposed structure. This is intended to adapt to students whose internalization of the empowerment principles or needs for self-expression may be arrayed along a continuum.

Limitations To Implementing An Empowerment Paradigm

Empowerment is not for everyone or for the faint of heart (Block, 1987; Peters & Austin, 1985; Conger, 1989). In his preface, Block (1987) observes "you may feel very strongly that a [bureaucratic pedagogy] is ... a living example of your own deepest beliefs ... that it operates very efficiently and achieves your goals ... that [student] gratification should be postponed and [your class] is not a place for self-expression ... that [being a student] holds no promise for meaning or great

satisfaction" (p. xxii). If so, empowerment is not for you. Peters & Austin's (1985) chapter "what price excellence" specifically discusses the time, effort, and energy that must be put forth to achieve excellence. Such effort requires both personal and professional sacrifices. The same is true for becoming an empowering teacher; if the price is perceived as too high, empowerment is not for you.

Empowerment is not for faculty who believe their students do not possess the requisite skills, experience, desire, or knowledge to take control and responsibility for their own learning. Nor is empowerment for faculty who feel insecure. As Kanter (1979) writes "only [faculty] who feel secure in their own power outward ... can see empowering [students] as a gain rather than a loss" (p. 74).

Conclusion

This paper shows how the empowerment paradigm has guided us in creating conditions that encourage students to make learning demands on themselves and not to be dependent on faculty (Belenky, et al., 1986; Glasser, 1990; McKeachie, 19860. It does not rely on coercion, the recitation of lecture notes, or dependence on extrinsic factors such as grades or threats for motivation. We believe that shifting paradigms from bureaucracy to empowerment in the classroom is imperative for preparing students to better adapt to rapid economic, political, and social changes in the nineties.

For many faculty the ideas espoused in this paper may seem radical. They may fear that students simply can not be trusted to assume the level of responsibility this paradigm requires. These are the same concerns managers often raise regarding their employees. Nonetheless, we should remember that Peters & Austin (1985) and many others have found that workers set more stringent control and quality standards when they are generated from the bottom-up, not dictated from the top-down. Furthermore, these ideas are based on the belief that if companies such as G.M., Harley, Johnsonville, Quad Graphics,

McDonalds and others can trust 18-22 year old employees on the shop floor to measure their own performance, design their own systems, tinker with multi-million dollar machinery, and hire or fire staff, surely faculty can allow and promote greater levels of student involvement in the teaching-learning process (Peters' videos on *Leadership & Chaos*).

Hopefully, the discussion of the empowerment paradigm and our class materials will stimulate you to consider new exciting ways to conduct your class. We freely admit that in the face of personal, professional, institutional, and social pressures, implementing empowerment is not easy. It is the road less traveled. Nonetheless, some instructors have and are currently traveling this road. It is a challenging journey, but also a worthwhile destination.

Appendix A -- Model Empowerment Syllabus

Facilitator:
Office:
Phone:
Office Hours:
Textbooks:

Class Philosophy

Modern managers and teachers cannot act as dictators, cops, or task masters. To be effective, modern managers and teachers must create an atmosphere that promotes autonomy, personal responsibility, continuous learning, and ability to change. Therefore, students must learn that to survive in modern organizations (corporate or educational) they will want to become both empowered people and people capable of empowering those around them.

Empowerment is the process of enabling people to take personal responsibility and ownership of the tasks they perform. The concept of empowerment will serve as the foundation on which this class is built, the thread that unifies the topics we explore, and the skill we will strive to develop throughout the semester. Much of what we do in this class will be designed to help you understand and experience the concept of empowerment!

This class requires hard work, courage, the ability to tolerate ambiguity, the sincere desire to learn, experiment, and take risks. The class will be frustrating for the grade conscious, the lazy, the uninspired, those who need structure imposed by others, or those who crave the security and dependence of a traditionally run class. In short, if you can find the thrill to "thriving on chaos" and are willing to "dig deep within yourself" you will enjoy the challenge of this course. It is for the student who wants to become empowered and learn how to empower others!

Mission

To create a challenging and stimulating class that increases the students' feelings of ownership, self-efficacy, and motivation so that they can *own* their learning of the concepts we explore. (To boldly go where few have gone before!)

Together we will strive to create a climate that demands and rewards:

1] preparation, understanding, critical review, integration, application, and extension of the concepts we explore;

2] both the student and facilitator for adding value to the class by going beyond routine compliance with the parameters of their jobs;

3] trust and academic rigor so we may abandon a typical class format and engage in experiential learning activities, in-depth topical discussions, self/other grading, class control/development, etc.

Objectives

The goal of the course is to help students become knowledgeable and effective _____ *(fill in what is relevant to your discipline; e.g., managers, communicators, professionals, sociologists, human beings, etc.).* Thus the course will deal with applied as well as theoretical and research issues. Learning objective for the course include the ability to (*include the traditional learning objectives relevant to your course):*

Objectives (continued)

1] analyze _____ *(insert discipline specific material)*
2] critically read and integrate research in the field
3] ask thoughtful questions
4] become more empowered and empower others

Operational Goals

To help achieve the philosophy, mission, and objectives of this class the following operational goals have been developed. Each of us is expected to:

1] attend each class;
2] take ownership and responsibility for the conduct of this class;
3] be prepared (e.g., read and prepare to discuss material prior to class);
4] contribute to discussion/activities in a substantive and thoughtful manner;
5] review (think about material after class and provide comments when necessary to facilitator or student colleagues).

Format

This class will differ substantially from most classes in the University. **Ownership and control of the class and learning are the student's responsibility. My role is simply to facilitate this process.** Class sessions will consist of a mix of lecturettes, discussions, experiential learning activities, etc. You will be asked to read a great deal. However, class time will largely be spent exploring a finite amount of material in depth. Nonetheless, your complete preparation and active participation in all aspects of the class is necessary and will be expected.

Course Requirements and Grading

To promote your sense of ownership in our class, you will generate most of the requirements except for those pertaining to class participation and the final exam. University policy requires a final exam. Its format and weight, however, is negotiable.

Participation. Using a method developed by the facilitator you will be responsible for assessing your level of contribution to this class on a weekly basis. You will begin this process by the third week of class. **As a class you will determine what percentage of your final grade this element constitutes.**

Assignments. Your class is responsible for generating the remaining requirements and percentages used for determining your final grade. The document you produce will be added to this syllabus and act as our "grading" contract. Information on the process you are to follow to generate the requirements will be forthcoming. While I will be extremely flexible in allowing you to design your own requirements there are 3 thoughts you should keep in mind:

1] **I will not allow the academic integrity of the class to be compromised.** I expect you to develop requirements appropriate for a graduate course and which have the capability of distinguishing among different levels of performance.

2] **I view grades as indicators of performance, not learning.** Thus, final grades will be based not only on compliance with and completion of class requirements, but also on the extent to which you demonstrate that you add value to the class.

3] **I will share the responsibility of grading with you.** Enroll in another class if you are not comfortable with grading or evaluating your own work or the work of your peers. I view the giving of feedback as an essential skill.

Contingency Provision

The facilitator reserves the right to modify the provisions outlined in this and subsequent documents if a need arises. Any changes, however, will be announced and will strive to meet the criteria of equity and fair treatment for the students.

Points of Clarification

To help clarify my vision of a learning focused, stimulating, and rigorous class, the following points are offered for you to consider:

1] Learning is an internal and person specific phenomenon. There is little way for me to assess "how much you learned." Grades will assess how you performed, not what you learned.

2] My primary role is to create a vision for what a class can be like, and then work to see that conditions are created both in and out of the classroom that facilitate the attainment of my vision. My role is not to police you or "make you learn."

3] I do not transmit knowledge. I simply try to help create the conditions that make you ready, willing, and able to create your own distinct knowledge of the topics we explore.

4] Emotional investment is a necessary part of learning. I accept that you may leave class feeling frustrated, confused, overwhelmed, happy, hurt, elated, exhausted, etc. Apathy, however, is one feeling that is not appropriate.

5] If you are not getting something out of class it is as much your fault as it is mine.

6] I don't give grades. You will assess most and earn/own all of them. This does not mean you can be easy on yourself or peers.

7] The trust and empowerment I give you significantly increases the work, level of maturity, and responsibility expected of you!

8] I will try my best to get to know you and be available to help you. You may initiate interaction at any time. However, do not assume that just because I like you as a person that it will prevent me from objectively and rigorously evaluating your performance or make-up for deficient performance.

Appendix B -- Syllabus Supplement: Student Reaction To Syllabus

Overview

In this class the syllabus expresses the philosophical foundation that will guide the facilitator's contribution to the course. It serves as the basis for the facilitator's half of the psychological contract we will share this semester. It is important that you make an informed decision about becoming an active contributing class member. Therefore, a thorough understanding and thoughtful reaction to the syllabus is a requirement for this class.

Directions

1) You are to generate brief yet **thoughtful and insightful typed** responses to each of the questions below. Your responses should offer honest (even critical) personal reactions to the material and processes it suggests.

2) Your responses are **due at the beginning of our next class** session and will serve as the basis for our discussion/activity.

Warning

1) Late or hand written responses will not be accepted.
2) Superficial responses are subject to a re-write *or worse.*
3) Students who do not comply with the directions and deadline may be dropped from the class by the facilitator.

QUESTIONS

1) In general, for what type of student do you think this class most appropriate? Why? Are you that type student? Why do you think so?

2) What do the philosophy and mission statements mean to you? What do you think about them? How do you feel about them?

3) What do the learning and operational objectives mean to you? What do you think about them? How do you feel about them?

4) How do you feel about grading the work of yourself and your peers?

5) How do you feel about the "points of clarification" section? Which point do you like the most? Why? Which point do you like the least? Why?

6) What worries or scares you the most about taking this class?

7) What do you like or find most encouraging about taking this class?

8) List any questions or comments you have for the facilitator?

Appendix C --
Syllabus Supplement: Generating Your Class Requirements

As noted on your syllabus, your class will be determining the other requirements used to measure your performance in this class. You must be thorough in this activity. Your goal is to create requirements that each of you will find to be both fun and challenging to complete. In the final analysis you are the one's who will be responsible for doing the work. Therefore try to be patient, creative, and take this activity seriously.

The assignments you create will be acceptable if they contribute to our achieving the philosophy, mission, and objectives of this class and are commensurate with the workload expectations of a 300 level class.

Students often struggle with this assignment so to help get you thinking consider some requirements used by previous classes:

Annotated bibliographies
Book report/analysis
Case studies
Contemporary issue presentation
Create simulation
Create An Employee/Manual
Employee interviews
Groups run class for a day
Manager interviews
Movie analysis
Out of class study groups
Performing skits/plays
Review of Literature paper
Personal action plans
Personal closure statements
Reading related quizzes
Professional periodical review
Research project/study
Class related video production
Lead topical discussion
"System" observation
Theory/model development
Topical critiques/extensions
Topical reaction papers
Charity fund raiser
Quizzes over readings

These are just suggestions - **you may pick from this list, modify ideas on this list, or generate your own activities.** Some of the more abstract ideas will be explained. Feel free but **not compelled** to pick any of these. Many classes have opted to make some of these group projects. Remember that none of the projects substitutes for a final exam. The nature of the final exam will be discussed in class.

You must also develop a "non-participation and non-preparedness" policy which notes the action(s) to be taken in the event that someone shows up for class either not prepared or not willing to play an integral role in the conduct of class. The best policies are those in which both the students and the facilitator share responsibility for administration. Do not make any provisions which allow any number of absences or days for not preparing or participating. There are no legitimate reasons for being absent, unprepared, or unwilling to participate. You are either in class ready, willing, and able to participate and learn or you are not. The reason for your lack of preparation, attendance, or participation is a moot point! All students can rest assured that absences, failure to participate, or lapses in preparation will have a negative impact their final grade.

Generating Requirements Directions

The main purpose in this activity is for you to create assignments that you will enjoy doing and serve to meet our quality, ownership, preparation, and participation objectives.

1) On the second day of class you will be placed into groups of 5 or 6. **Meeting outside of class, your group must prepare a document that details the requirements you want to propose. This will be due on a date that will be announced by the facilitator.** Your document must specifically state what the assignments entail, when they are to be completed, how they are to be graded, what percentage of your final grade they will account for, etc.**You can expect that it will take from 3 - 6 hours to complete this document.**

2) You will then be given 1 class period to hold an "all class" meeting without the facilitator being present. Each group will briefly present its plans. You will then negotiate amongst yourselves the final set of requirements. **Note: A designated person will collect all the plans and turn these in to the facilitator.**

3) A representative will be appointed to type the final draft of your document and present it to the facilitator by the start of the class session that immediately follows your all class meeting. Provided that the document is complete and acceptable to the parties involved this will serve as the remainder of our grading contract. To the extent that the document is incomplete you will continue through the process until an acceptable document is created.

Points To Ponder

a) The facilitator has noted over the years that this can be a very time consuming and frustrating experience for students. Your results and ultimate satisfaction depend on a number of factors: **a)** the time you devote to this activity; **b)** your willingness to assume the necessary risk/responsibility; **c)** your ability to trade a grade/requirement filling focus to a learning orientation; and **d)** limited facilitator involvement. To this last point (d), the facilitator will let you "stew" in chaos, anguish, and ambiguity until you are ready to put closure on this activity.

b) Your natural inclination, given the lack of ownership you have been given in the learning process over the years, will be to rush through this process. Avoid the temptation to merely "go through the motions" because you will have to live with the consequences of your actions for the entire semester. If you take this seriously you will learn more about yourself and the processes of socialization and empowerment than you ever dreamed possible. Be creative. This is your chance to do what you want with this class.

c) *Contact the facilitator immediately if the nature of this class is not for you. It may be possible to move you to another section or course.*

d) You will be asked to take part in the grading of the requirements you select so keep this in mind when deciding what you want to do.

Appendix D -- Participation Performance Assessment Guidelines

Directions: For the duration of the semester your contribution to class will be recorded via either **self-assessment, peer assessment, and/or facilitator assessment.** The three areas which will serve as the focus for evaluation are: 1) your contribution during experiential activities, 2) your contribution during class discussions, and 3) the extent to which you display knowledge of the assigned readings. Evaluation will be made primarily by comparing your performance to that of your peers. A rating for the focal areas based on the following scale is to be generated for each class. Please note, every possible attitude/behavior which would warrant the following ratings can not be listed. As a result, these are "general" guidelines designed to capture the essence of the rating. Bring your performance log to class every day.

N/A = NOT APPLICABLE (i.e. we did not engage in that focal area). This rating doesn't apply to the reading area which can be rated regardless of format.

0 = INSIGNIFICANT CONTRIBUTION. Characterized by a failure to display interest or make relevant comments. Listened but not intently. Did not utilize reading material when making comments [for the reading area].

1 = MARGINAL CONTRIBUTION. Characterized by minor involvement that added little to the process. Knowledge of the readings could be inferred but was not directly linked or stated.

2 = EXPECTED CONTRIBUTION. Characterized by meaningful involvement that added to the process. Lived up to the expectations of peers and the facilitator for how a member of our class should act. Showed willingness, preparation, ability, and understanding during the activity or discussion. Comments or questions were clearly linked to readings.

3 = SUBSTANTIAL CONTRIBUTION. Characterized by meaningful involvement that added to the process. In some documentable way or another performance exceeded that which would be expected by peers and the facilitator. Offered provocative and relevant comments or questions.

4 = EXCEPTIONAL *(WOW!)* CONTRIBUTION. Characterized by being an outstanding participant in that area. Far exceeded expectations. Peers and the facilitator learned a great deal, gained insights, were emotionally affected, or inspired.

Notes:

1) We will try to balance the various rating formats.
2) Missing class for any reason (even if "excused") results in 0 ratings for that day.
3) Contribution does not refer only to "comments" - good questions, providing the class with needed direction, correcting people who are wrong, clarifying points, or generally improving the climate of class may be considered in the performance assessment.
4) Perceptual differences in ratings between the student and facilitator will be resolved in a conference.

You don't have to be exceptional everyday to get an acceptable final score. It may be better to listen than to speak some days. However, when viewed over the "long-haul" a lack of willingness or ability to actively contribute will hurt the overall rating. So if you want a class where you can sit back and "take-it-all-in" or you are not comfortable participating, please find a section where such behavior is considered acceptable or will not affect your performance evaluation.

Appendix E -- Participation Self-Assessment Performance Log

My signature signifies that the following ratings honestly represent my perceptions.

Name: X_____ **Class:** _____

You may generate different ratings for each of the three dimensions *(refer to assessment guidelines):*

Week	Activity	Discussion	Reading	Comments (optional)
1.	_____	_____	_____	----------
2.	_____	_____	_____	----------
3.	_____	_____	_____	----------
4.	_____	_____	_____	----------
5.	_____	_____	_____	----------
6.	_____	_____	_____	----------
7.	_____	_____	_____	----------
8.	_____	_____	_____	----------
9.	_____	_____	_____	----------
10.	_____	_____	_____	----------
11.	_____	_____	_____	----------
12.	_____	_____	_____	----------
13.	_____	_____	_____	----------
14.	_____	_____	_____	----------
15.	_____	_____	_____	----------
Sum:	_____	_____	_____	----------
Mean:	_____	_____	_____	----------

Calculation of your final participation score will be based on generating the grand mean of your three focal area averages and transforming this score to the appropriate percentage as determined by your contract. Curves or adjustments are at the sole discretion of the facilitator and will not be considered until the end of the semester.

This will be valuable only to the extent that you are conscientious in your evaluation and work to improve in those areas in which you are below your standard of quality.

Appendix F -- Activity: Moving from Powerlessness to Empowerment

Overview and Rationale

Feelings of powerlessness can permeate the entire organization. Those at the top of an organization are often just as constrained as those at the bottom when it comes to causing change in the organization. Managers/teachers need to break the bureaucratic cycle by reducing the behaviors which cause subordinate feelings of helplessness and increasing behaviors that promote empowerment. The purpose of this activity is to help you: **a)** identify the factors in a class which may cause you to feel helpless, **b)** identify the factors or activities which may cause you to feel empowered, and **c)** develop a means by which to assess our effectiveness in creating an empowering class climate.

Directions - You will be placed in small groups to complete the following tasks. Assign a group member to remind you to stay within time limits.

1) Brainstorm and record a list of all the things done in a class which make you feel helpless, powerless, or "out of control". You might consider factors related to facilitator style, reward systems, student role requirements, class dynamics, and university/department policies or rules. *Time: 5/7 minutes.*

2) Brainstorm and record a list of all the things which could be done in our class to provide an antidote for the things listed in # 1. *Time: 7/10 minutes.*

3) Generate a brief 3 - 5 item Likert style questionnaire that we could administer regularly to assess how well we are doing in creating an empowered class. *Time: 15/20 minutes.*

4) Each group will turn their lists and questionnaire into the facilitator.

Questions For Discussion

If you finish the activity early sit and work on the answers to these questions:

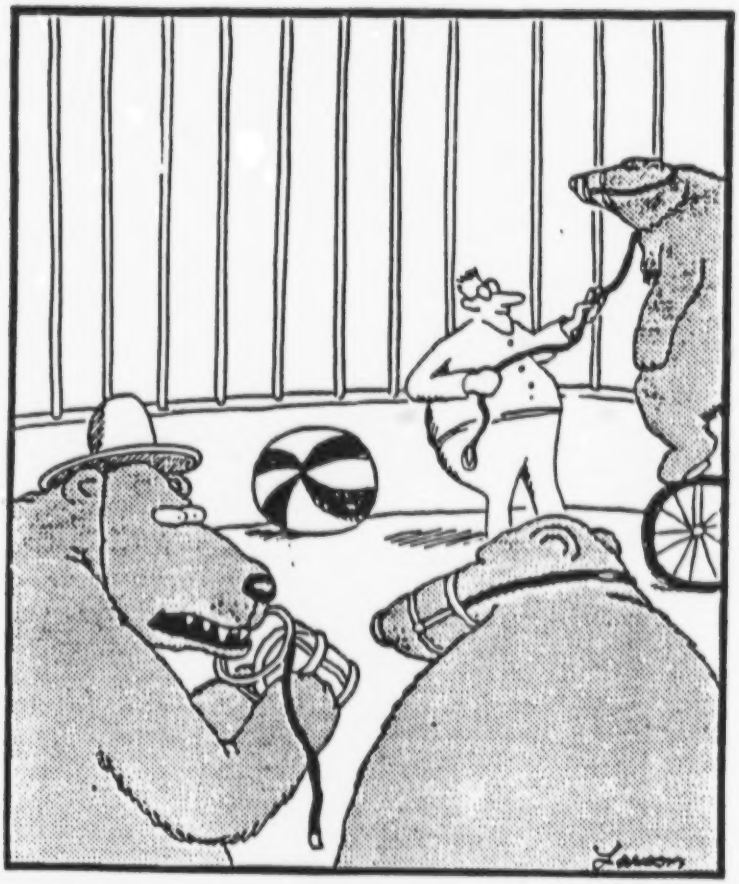
a) What does it mean to feel helpless? What does it mean to feel powerless?
b) What does it mean to feel empowered?
c) Do you think reducing the conditions which foster helplessness is as important as increasing the conditions which foster empowerment? Have you any relevant experiences that relate to this issue?
d) Why is creating a questionnaire or attitude survey important?
e) What role does/should the leader/teacher play in this process?
f) How does the phrase "the captain may chose direction but the engine room drives the ship" pertain to this activity or class?

Appendix G -- Activity: Achieving Empowerment

Look at the image below. In small groups discuss the following:

What is the message in the image?
How can we apply that message to other contexts?
How are the the bears in the image like the circus elephants?
How can we "snap off" powerlessness in other situations?
How does the following quote relate to empowerment?

"If you teach a bear to dance, you had better be prepared to keep dancing until the bear wants to stop."



"Well, hey.... These things just snap right off."

Appendix H -- Model Final Examination Format

Overview

The following exam formats are designed to test your knowledge of the topics we explore this semester. Each format is cumulative in nature. *You must demonstrate knowledge in the majority of the topics we covered this semester in order to meet minimum expectations and earn a passing grade.* At a minimum you can expect to be graded on: **a)** the topical accuracy of your work, **b)** the originality of your work, **c)** the insight of your work [e.g., the extent to which you go beyond description and generate critiques, extensions, applications, and/or points of integration], and **d)** the presentation of your work [e.g., the extent to which it is professional and engaging].

General Guidelines

Working in small groups (4 - 6 members) you are to **pick one** of the following formats and notify the instructor of your group's choice by the seventh week of class. Completed exams are due by our designated final exam period. Written components to your exams must be typed. I expect you to use numerous source citations to clarify and justify the points you make in your exam. To facilitate the source citing process all exams are to be written in *A.P.A.* format. If you are uncertain about *A.P.A.* formatting consult the *A.P.A.* manual in the library.

Options

A. Create an Empowerment Training Video or Manual

You are to produce a manual or video that could be used to train someone how to become an empowering manager. At a minimum, this option requires you to: **a)** justify why someone should adopt the principles of empowerment [e.g. sell them], **b)** explain what empowerment means [e.g. tell them], and **c)** show them how the concepts explored this semester can be used to assist in their attempt to become more empowering [e.g. train them]. Format/presentation decisions are up to the discretion of the group. You can expect to be graded on both the content and the process elements of this project.

B. You Be The Consultant

Many social systems (e.g. clubs or organizations) could benefit from your knowledge of empowerment and the principles of organizational behavior or communication. At a minimum, this option requires you to do the following: **a)** briefly describe the system, **b)** using course concepts assess and discuss the extent to which the system displays elements of the bureaucratic and entrepreneurial cycles, **c)** provide a list of concrete and appropriate suggestions based on class concepts that would help the system reduce bureaucracy and/or become more empowering. The system you assess must be real. However, names may be changed to provide confidentiality. Your suggestions must be pragmatic and

potentially able to be implemented. You can expect to be graded on the extent to which you provide topically justified rationale for both the analysis or diagnosis and problem solving or prescription phases of this activity.

C. Topical Discussion Groups

This option is for those who seek to go beyond what we do in class and pursue more information and discussion regarding the topics at hand. At a minimum, this option requires you to do the following: **a)** select a time each week for your group to meet for at least 1.5 hours., **b)** attend every meeting, **c)** select and read an applied or theoretical article that pertains to the topic covered that week, **d)** conduct an audio taped discussion of how the selected article provides insight to the topic at hand and the concept of empowerment, **e)** turn your tapes in to the facilitator after every meeting, and **f)** as a group prepare a 7 to 9 page paper at the end of the semester which discusses the significant learning points generated as a result of participating in your discussions. Forty percent of your grade will be based on the facilitator's assessment of the quality of your discussions on content and process criteria, 50% of your grade will be based on my assessment of your paper, and the remaining 10% will be based on peer evaluations of your contribution to the group.

D. Customized Project

I tried to develop exam options that would tap the variety of learning styles in this class. If the above choices do not seem to allow you enough self expression you are to devise something that would be an appropriate substitute. Instead of having you work halfheartedly on an assignment for which you have little inspiration I will permit you to propose your own assignment. We will discuss the parameters associated with the assignment and after reaching a mutually satisfactory agreement this will be the assignment you pursue. This is not an easy out. Our agreement and your requirements will be equitable with the work expected of the rest of the class. Nonetheless, this does provide you with the opportunity to generate an assignment about which you feel committed and inspired. If you pick this option your group must meet with me and come to a mutual agreement describing your exam project by the seventh week of the semester.

Conclusion

All groups except those selecting option 'c' must submit a one page typed progress report in class at the end of weeks 8, 10, 12. Progress reports will only be accepted in class on the dates due. Regardless of the format your group selects, part of your grade will be based on peer evaluations of your work. Somewhere in these options should be an exam format that you will find exciting and rewarding. To do your best you should feel inspired about your selection and committed to doing excellent work. Grading will be commensurate with the ability to demonstrate that significant learning has taken place.

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